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ABSTRACT

This course is designed to present students with simple English useful in school and family situations so that they will be able to understand and comply with school procedures and regulations. It will also provide them with a background of general imformation about their immediate community through intensive listening and oral and written practices, and will enable them to ask and answer simple questions and make simple affirmative and negative statements using appropriate intonation and rhythm that will enable them to function within the school situation. The book contains work built around eight context areas; the language practice in each area is divided into sections presenting and drilling the material and suggesting evaluation and instructional techniques. (Author/VM)

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SCHOOL AND HOME: Getting to Know What Our School Is All About

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ENGLISH AS A SECOND LANGUAGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Written by Sandra Parker

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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I. COURSE DESCRIPTION

A course designed to present the students with simple English useful in school and family situations so that they will be able to understand and comply with school procedures and regulations. It will also provide them with a background of general information about their immediate community through intensive listening, oral and written practices and will enable them to:

1. Understand and make requests within home and school situations.

2. Ask and answer simple questions and make simple affirmative and negative statements that will enable them to function within the school situation using appropriate intonation and rhythm when speaking.

The students will have practice with teaching machines, such as the Language Master, tape recorder, and record player. They will also carry on activities related to the holidays and important dates falling at the time of the specific quin.

II. PERFORMANCE OBJECTIVES

The student shall be able to:

1. Imitate the sounds produced by the teacher.
2. Produce questions within the given material so that other pupils understand him well enough to respond correctly.
3. Respond with the correct answer to questions given by the teacher, by other pupils, or by classroom visitors.
4. Read previously-practiced material orally with correct stress,
5. Indicate comprehension of written material by:
   a. Answering questions on the material.
   b. Producing questions on the material in so far as those questions represent previously-practiced patterns.
   c. Completing exercises based on the material.
6. Produce any material contained in the lesson in writing from minimal clues (.e. pantomime, dictation, completion exercises,etc.).

III. LANGUAGE CONTENT

This quinmester is divided into eight specific context areas, each with two or more sections of language practice to facilitate division into lesson plans. Each context area is subdivided into PATTERNS, SUGGESTED SUBSTITUTIONS (VOCABULARY), SPECIFIC MEASURABLE OBJECTIVE' SUGGESTED TEACHING PROCEDURES, and CORRELATIONS WITH STANDARD ENGLISH SECOND LANGUAGE MATERIALS (textbooks, visuals, songs, tapes, etc.):

AREA ONE: CLASSROOM EXPRESSIONS

A. Patterns, Section I
1. (Please) listen. Listen (please).
2. Repeat.
3. Do you understand?
4. Yes, I do. No, I don't.
5. Sit down.
6. Stand up.
7. Throw it away.

B. Suggested Substitutions, Section I: In all command patterns, polite formula slot: Use "please" in both positions.

C. Patterns, Section II

1. (Open) (your book).
2. Turn the lights (on). Turn (on) the lights.
3. May I sharpen my pencil?
4. May I get a drink?
5. May I go to the (restroom, bathroom)?
6. May I throw this away?

D. Suggested Substitutions, Section II

1. All command patterns, same as above.
2. Pattern 1, transitive verb slot: close, erase and all other transitive verbs related to classroom situations that your students can handle.
3. Pattern 1, noun object slot: the door, the window(s)
4. Pattern 2, verb slot.

E. Specific Measurable Objectives

1. The pupil will be able to perform the actions indicated by each of the commands.
2. The pupil will be able to give each of the commands clearly enough so that other pupils indicate their comprehension by (a) obeying them, or (b) pantomiming the correct action suggested by the command.
3. Given a pantomimal clue (such as sharpening a pencil), the pupil will be able to produce the appropriate question.
4. When asked if he understands, the pupil will respond with "Yes, I do," or "No, I don't."

F. Suggested Teaching Procedures

1. Try to be certain that the pupils understand the meaning of each command or question and the response expected of them.
2. Lead the pupils to repeat the material after the teacher.
3. Have the students practice the material in as many ways as possible. An interesting practice method is singing and another is a game (see Music under Resources belos, and see the game which is No.4).
4. Game: Simon Says
The teacher or one of the pupils is the leader. This person gives commands which the pupils are to follow only if the command

is prefaced with the words, "Simon says . . ," i.e. "Simon says stand up" (pupils stand up). "Sit down" (pupils remain standing because the preface "Simon says" is missing). "Simon says turn the lights on" (pupils pantomime turning the light switch), etc. A pupil who fails to follow a "Simon says" command or a pupil who follows a non-"Simon says command" are out of the game. The game continues till only one person is left. This person is declared the winner, and the game begins again.

G. Resources

1. English for Today, Book I, page 53.
2. English 900, Book I, pp. 11 - 18.
3. Music: English as a Second Language, page 12.

AREA TWO: GREETINGS AND PERSONAL INFORMATION

A. Patterns, Section I

1. Hello
2. Good morning.
3. Good afternoon.

4. How are you?
5. Fine, thank you. And you?
6. Fine, thank you.

7. Good-bye.
8. See you later.

B. Suggested Substitutions, Section 1: none

C. Patterns, Section II

1. What's your name?
2. My name is (Tony Garcia).
3. What's your (first) name?
4. My (first) name is (Tony).
5. What's your (English) teacher's name?
6. My (English) teacher's name is (Mr. Black).

D. Suggested Substitutions, Section II

1. Patterns 2,4, and 6, predicate noun slot: other useful noun
2. Patterns 3,4,5, and 6, subject modifier slot: (last) name (home room teacher's) name, etc. and other modifiers to meet your students' needs

E. Patterns, Section III

1. How old are you?
2. I'm (thirteen) years old.

3. So am I. I am too.

4. What grade are you in?
5. I'm in the (eighth) grade.

6. What school do you go to?
7. I go to (Kinloch Park Junior) High.
8. I don't go to (Riverside Elementary) School.

9. Do you go to (Miami) High?
10. REVIEW PATTERNS: Yes, I do. No, I don't.

F. Suggested Substitutions, Section III

1. Pattern 2, measurement slot: cardinals as needed.
2. Pattern 5, noun modifier slot: ordinals as needed.
3. Patterns 8 and 9, noun modifier slot: names of other schools.

G. Specific Measurable Objectives

1. Oral Practice
   a. Pattern Production: Paired with another pupil in a partner situation, the pupil will be able to
      (1) produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. Pronunciation: The pupil will avoid the following errors:
      (1) "Naing" for "name"
      (2) "Sank" for "thank"
      (3) "I" for "I'm"
      (4) The cardinal for the ordinal (i.e. "five" for "fifth")
      (5) "Yunior" for "junior."

2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, junctures, and intonation.
3. Writing
   a. Patterns: The pupil will be able to produce all the questions and appropriate responses in writing.

H. Suggested Teaching Procedures

1. Although the Miami Linguistic Readers is a series designed for the teaching of reading, the "Introductory Unit" is especially useful for teaching early patterns to all ages of English Second Language pupils from tiny children to adults. The patterns in this unit can be practiced from Chart 2 of "Big Book I." Once the pupils have learned the patterns in a dialogue situation, they must, of course, practice them in other ways.
2. Some other suggested ways are chain drills, substitution drills, tapes, Language Master cards, and singing (see Resources below).

3. It should be noted that although the long answer was the only type of answer given in the patterns, pupils should be encouraged to use short answers as early as possible since they represent standard American English. The longer form should be reserved for telling about oneself, such as:
"My name is Tony Garcia. I'm thirteen years old. I'm in the eighth grade. I go to Kinloch Park Junior High."
All pupils can learn to produce entire paragraphs orally by adding a sentence at a time. If this is done gradually, and material is added each lesson, before long each pupil will be able to stand and give a wealth of material orally with no prompting and with no cues.

I. Resources

1. English for Today, Book I, pp. 5,12,17,23, and 51.
2. American English Series, Book I, pp. 1-4.
3. Miami Lingistic Readers, Introductory Unit, Chart 2.
4. English 900, Book I, pp. 1-10, 59.
5. Bilingual Education Audio-Visual Supplement, AES, Book I, Unit 1.
6. Music for English as a Second Language: pp. 1-4.
7. Visuals I, Page 1.

AREA THREE: COUNTING AND SPELLING

A. Patterns, Section I

1. How many (windows) do you see?
2. I see (seven) (windows).
3. None.

4. What is your telephone number?
5. (350-3305)
6. I don't have a telephone.

7. Do you have a telephone?
8. REVIEW PATTERNS: Yes, I do. No, I don't.

B. Suggested Substitutions, Section I

1. Patterns 1 and 2, noun object slot: doors, blackboards, other nouns that your students should be familiar with.
2. Pattern 2, measurement slot: numbers at least to 100
3. Pattern 5, any combination of numbers.

C. Patterns, Section II

1. Count from (1, 10) to 1000 by (ones, fives, tens).
2. The letters of the alphabet are a,b,c,d, etc.
3. How do you spell your (first) name?
4. Capital-T-o-n-y
5. How do you spell (window)?
6. W-i-n-d-o-w)

D. Suggested Substitutions, Section II

1. Pattern 3, noun modifier slot: (last) name (English teacher's) name, etc.
2. Patterns 5 and 6, any word which has already been studied, read, and written previously.

E. Patterns, Section III

1. Where do you live?
2. I live on (First) (Avenue).
3. I live in (Miami).
4. I live at (1390) (S.W.) (First) (Street).
5. What's your address?
6. (1390) (S.W.) (First) (Street).

F. Suggested Substitutions, Section III

1. All patterns: appropriate information as it applies to the pupils in the class being taught.
2. Pattern 2, ordinals as needed.

G. Specific Measurable Objectives

1. Oral English
   a. Pattern Production:
      (1) Paired with another pupil in a partner situation, the pupil will be able to:
         (a) produce any of the above questions or commands, and
         (b) respond to any of the above questions or commands with the appropriate answer.

      (2) The pupil will be able to spell orally words already studies.

2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, juncture, and intonation.
3. Writing : The pupil will be able to produce all the questions, commands, and appropriate responses in writing. He will be able to spell the number words in this lesson correctly.

H. Suggested Teaching Procedures.

1. For introducing this lesson, the teacher will find Chart 3 of the "Introductory Unit" of the Miami Linguistic Readers especially helpful. There is a smooth transition from counting objects pictured on the chart to counting objects in the classroom.
2. Auditory discrimination training on the following troublesome number pairs should precede production practice: (13/30),

(14/40), (15/50), (16/60), (17/70), (18/80), (19/90).

3. By the time that pupils have reached this level proficiency they are ready for very simple pencil-and-paper evaluations as well as the oral evaluation that is a continuous part of English Second Language teaching. Some samples of simple test items are:

AUDITORY DISCRIMINATION: Given pairs of words, children indicate by a number or letter which word they believe they heard. In the case of the troublesome number pairs listed in No.2 above, the teacher can simply dictate each pair, changing the order randomly to ascertain whether or not the pupils are discriminating properly.

COMPLETION: (On the board or on a ditto master):
How many windows do you_____? I see seven_____.

MATCHING:

Column I	Column II (Should always contain some extras)
a. How many books do you see?	
b. What is your telephone number?	1. I'm fourteen years old.
c. How are you?	2. My name is Tony Garcia.
d. How old are you?	3. 1390 S.W. First Street.
e. Do you have a telephone?	4. I see five books.
f. What's your address?	5. 350-3305.
	6. Fine, thank you.
	7. None.
	8. No, I don't

I. Resources

1. English for Today, Book I, pp. 3,110, and 154.
2. American English Series, Book I, pp. 17-20, 28-30.
3. Miami Linguistic Readers, Introductory Unit, Chart 3.
4. Bilingual Education Audio-Visual Supplement, AES, Book I, Units 5 and
5. Music for English as a Second Language: pp. 5-7
6. Visuals I, Pages 2 and 3.
7. Song, "What is Your Telephone Number?":

What is your telephone number? (3 5 0 - 3 3 0 5) 5)

AREA FOUR: TIMES, DAYS, AND DATES

A. Patterns, Section I

1. What time is it?
2. It's (one) (o'clock, fifteen, thirty).

3. It's (five, ten, a quarter) (after, to) (three).
4. Is it (one thirty)?
5. Yes, it is. No, it isn't. No, it's not.

B. Suggested Substitutions, Section I: Patterns 2 and 3, measurement slots and pattern 3, noun object slot: other numbers as needed.

C. Patterns, Section II

1. What are the days of the week?
2. The days of the week are Sunday, Monday, etc.
3. What day is (today, tomorrow)?
4. It's (Wednesday).
5. Is (today, the day after tomorrow) (Wednesday)?
6. Yes, it is. No, it isn't. No, It's not.

D. Suggested Substitutions, Section II: Patterns 4 and 5, predicate noun slot: other days of the week.

E. Patterns, Section III

1. What are the months of the year?
2. The months of the year are January, February, etc.
3. (Sunday, January) is the (first) (day of the week, month of the year).
4. What is the date (today, tomorrow)?
5. It's (March tenth, the tenth).
6. Is (today) (the tenth)?
7. REVIEW PATTERNS: Yes, it is. No, it isn't. No, it's not.

F. Suggested Substitutions, Section III

1. Pattern 3, noun subject slot: other days or months.
2. Pattern 3, ordinal noun determiner slot: ordinals to thirty-first.
3. Patterns 5 and 6, predicate noun slot: other dates.

G. Specific Measurable Objectives:

1. Oral English
   a. Paired with another pupil in a partner situation, the pupil will be able to:
      (1) produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. The pupil will pronounce correctly the initial "-th-" in "thirty," "thirteen," and other words, and the initial "j" in "January," "June," and "July."
2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, juncture, and intonation.
3. Writing: The pupil will be able to produce all the questions and appropriate responses in writing.

H. Suggested Teaching Procedures

1. Section I: There are various teaching aids, both commercial and home-made which can enliven this Section. The most important of these is individual clocks with movable hands. If necessary the pupils can construct these themselves.
2. Sections II and III are best taught with a large calendar.
3. To help students see the derivation of contractions in English, the following steps are most helpful:
   a. Write on the board:
      IT IS NOT
   b. Below this write:
      IT IS NOT
      IT IS NOT
   c. Erase the "i" of "is" in the first pattern of part b, and replace with an apostrophe. Say, "It's not."
      IT'S NOT
   d. Erase the "o" of "not" in the second pattern of part B. and replace with an apostrophe. Say, "It isn't."
      IT ISN'T
   f. Write on the board,
      IT IS
   g. Invite a pupil to show the derivation of "It's." If he understands what has gone before, he should write below:
      IT IS IT IS
      and then erase the "i" and replace it with an apostrophe.
      IT's

I. Resources

1. English for Today, Book I, pp. 32-39, 58.
2. American English Series, Book I
3. English 900, Book I, pp. 71-82, 95-228.
4. Bilingual Education Audio-Visual Supplement, Book II, Unit 12, and Unit 5.
5. Music for English as a Second Language, pp. 24, 29, 32, 33.
6. Visuals I, pp. 12, 14, 16.
7. Visuals II, pp. 2, 8.

AREA FIVE: IDENTIFYING OBJECTS

A. Patterns, Section I

1. This is (a, an) (book).
2. These are (books).
3. What is this?
4. It's (a, an) (book).
5. What are these?
6. They are (books).
7. Is this (a, an) (book)?
8. REVIEW PATTERNS: Yes, it is. No, it isn't. No, it's not.
9. Are these (books)?
10. Yes, they are. No, they aren't. No, they're not.

B. Suggested Substitutions, Section I: Paterns 1,2,4,6, and 7 predicate noun slot: chair(s), watch(es) and other nouns that your students should be familiar with piece(s) of chalk, eraser(s).

C. Patterns, Section II

1. That is (a, an) (book).
2. Those are (books).
3. What is that?
4. REVIEW PATTERN: It's (a, an) (book).
5. What are those?
6. REVIEW PATTERN: They are (books).
7. Is that (a, an) (book)?
8. REVIEW PATTERNS: Yes, it is. No, it isn't. No, It's not.
9. Are those (books)?
10. REVIEW PATTERNS: Yes, they are. No, they aren't. No, they're not.

D. Suggested Substitutions, Section II: Same as Section I

E. Specific Measurable Objectives

1. Oral Practice
   a. Paired with another pupil in a partner situation, the pupil will be able to:
      (1) Produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. The pupil will be able to complete orally all exercises on pp. 1-4, Book I, English for Today.
2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, juncture, and intonation.
3. Writing: The pupil will be able to produce all the questions and appropriate responses in writing. He will also be able to complete the above-mentioned exercises.

F. Suggested Teaching Procedures

1. Confusion of the patterns in this unit generally comes from a too-rapid introduction of the four major distinctions--this, that, these, and those. It is especially important that the habits in Section I be firmly set before the introduction of the patterns in Section II. A method of obtaining the desires results (and there are, of course, many) is to prepare a ditto with pictures of all the objects in the lesson. Divide the ditto into small squares each containing one item. Number the squares before running the ditto through the duplicating machine. Run off twice as many copies as there are pupils in the class. Cut the copies apart into the small squares and make learning packets with two pictures of each object in each packet. When practicing Section I, distribute the packets and have the pupils place them in numerical order for facility in practicing. When the

pupils produce Pattern 1, have them raise just one (book). When they practice plural patterns have them raise two (books). Continue with all items. (Note: Do not use these packets for Section II).

2. Section II: Prepare a large book or envelope with samples of all items in the lesson. For extremely large objects such as desks, flags, etc., either make large pictures or use actual items in the classroom:
   TEACHER (holding up single item): "What is this?"
   CLASS: "What is that?"
   TEACHER: "This is a book."
   CLASS: "That is a book."
   TEACHER: (holding up two items): "What are these?"
   CLASS: "What are those?"
   etc.
3. To help the students see the derivation of contractions in English, the following steps parallel those given on page 9 for the development of "It's" and "Isn't."
   a. Write on the board:
      THEY ARE NOT
   b. Below this write:
      THEY ARE NOT
      THEY ARE NOT
   c. Erase the "a" of "are", and replace with an apostrophe. Say, "they're not."
      THEY'RE NOT
   d. Do the same with the "o" of "not." Say, "They aren't."
      THEY AREN'T
   e. Write on the board:
      THEY ARE
   f. Invite a pupil to show the derivation of "They're."

G. Resources

1. English for Today, Book I, pp. 1-4
2. American English Series. Book I, pp. 62-64
3. English 900, Book I, pp. 21-28, 31.
4. Bilingual Education Audio-Visual Supplement, Book I, Unit 14.
5. Music for English as a Second Language. pg. 13.
6. Visuals I, pg. 6
7. Visuals II, pg. 1

AREA SIX: IDENTIFYING PEOPLE BY OCCUPATION

A. Patterns, Section I

1. Who's (this, that)?
2. REVIEW PATTERN: This is (Mr., Mrs., Miss) (Brown)
3. (S)he's (a, an) (teacher).
4. What does (Miss) (Brown) do?
5. Is (Miss) (Brown) a (teacher)?
6. Is (this, that) (man, woman) (a, an) (artist)?

7. Yes, (s)he is. No, (s)he isn't. No, (s)he's not.
8. Is (Miss) (Brown) a (teacher) or a (pilot)?

B. Suggested Substitutions, Section I, predicate noun slot:

1. GROUP ONE: Cognates and familiar words:
   teacher, doctor, pilot, engineer, editor
   artist, architect, actor, secretary, dentist, mechanic,
   carpenter, plumber, student
2. GROUP TWO: Occupations frequently engaged in by families of pupils in the class such as:
   farmer, lawyer, nurse, housewife, dressmaker,
   naitor, baker, butcher, welder, canteen worker,
   factory worker, truck driver
3. GROUP THREE: Occupations ending in "-man" and "-woman"
   police(man, woman), sales(man, woman),
   watchman, milkman, mailman, fireman.

C. Patterns, Section II

1. Are you a (student)?
2. Yes, I am. No, I'm not.
3. What do you do?
4. I'm a (student).

D. Suggested Substitutions, Section II: same as Section I

E. Specific Measurable Objectives

1. Oral Practice
   a. Paired with another pupil in a partner situation, the pupil will be able to:
      (1) produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. The pupil will pronounce the word "woman" correctly.
   c. The pupil will differentiate between "man," and "-man" in Group Three occupations.
   d. The pupil will use "a" and "an" correctly.
2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, juncture, and intonation.
3. Writing: The pupil will be able to produce all the questions and appropriate responses in writing.

F. Suggested Teaching Procedures

1. Drills (substitution, chain, partner question=and-answer, etc.)
2. Occupations game for Section I: One pupil leaves the room, and the teacher then hides one of the visuals, for example the one that shows Mr.Smith, a pilot. The pupil returns and has three chances to guess correctly Mr. Smith's

occupation by asking: "Is Mr. Smith a (teacher)?" The class answers with "yes, he is," or "No, he isn't." After the third chance if the pupil has failed to guess, he asks: "What does Mr. Smith do? and the class answers, "He's a (pilot)." If he guesses correctly, he immediately earns another turn.

3. Occupations Game for Section II. One of the pupils comes to the front of the room, the teacher shows him a visual (shielding it from the class) and tells him he is "to be" that person. Various pupils raise their hands and when called on ask the pupil, "Are you a (student)?" The pupil answers with "Yes, I am," or "No, I'm not." Various students continue to guess until someone guesses correctly. It then becomes his turn to come to the front of the room.
4. Variation of Occupations Game for Section II: The teacher shows one of the visuals briefly after a pupil has left the room and selects another pupil and "become" the person in the picture to go to the back of the room, the pupil outside is called in and is given three opportunities to guess the occupation of the pupil at the back of the room. The variation comes in, in that the pupil in the back gives only one answer, "No, I'm not.", so that after each question, the pupil in front must turn to the class and ask, "Is (Gisela) a (doctor)?" The class replies truthfully with "Yes, she is," or "No, she isn't." The name of this game is, aptly, "Fibber."
5. The teacher should continue the previous development of contractions by developing "I'm." "He's," "she's," and "Who's." in the same manner as done previously.

G. Resources

1. English for Today, Book I, pp. 25-28, 61.
2. Bilingual Education Audio-Visual Supplement, Book I
3. Visuals I, pp. 1 and 2.
4. Visuals II, pg. 2

AREA SEVEN: FAMILY AND FRIENDS, INTRODUCTIONS AND COURTESIES

A. Patterns, Section I

1. What's your (father's) name?
2. My (father's) name is (Juan Martinez).

3. What's your (father's) (first) name?
4. My (father's) (first) name is (Juan).

5. REVIEW PATTERN: What does your (father) do?
6. REVIEW PATTERN: (He's) (a, an) (factory worker).

7. How many (brothers, sisters) do you have?
8. How many brothers and sisters do you have?
9. REVIEW PATTERN: (Three).

B. Suggested Substitutions, Section I

1. Patterns 1,2,3, and 4, noun modifier slot: mother's, sister's, brother's, aunt's, uncle's, grandmother's, grandfather's, friend's
2. Patterns 2 and 4, predicate noun slot: other names
3. Patterns 3 and 4, ordinal noun modifier slot: last
4. Pattern 5, noun--subject slot: mother, sister, brother, aunt, uncle, grandmother, grandfather.
5. Pattern 9: other numbers as needed.

C. Patterns, Section II

1. This is (Mr. Green, my friend).
2. (Mr. Green) is (Tom's) (father), uncle).
3. (S)he's (Tom's) (uncle).

D. Suggested Substitutions, Section II: other names and other relationships from Section I

E. Patterns, Section III

1. I'm glad to know you.
2. How do you do.
3. Pleased to meet you.
4. Glad to meet you too.

5. How is your (mother)?
6. (S)he's fine. And yours?
7. (S)he's fine, thanks.

F. Suggested Substitutions, Section III: Other relationships from Section I.

G. Patterns, Section IV

1. How old is (Betty, your brother)?
2. (S)he's sixteen.
3. (Jack; my brother) is too.
4. What school does (your sister, Tony) go to?
5. (S)he goes to (Miami High) School
6. What grade is (Susan) in?
7. (S)he's in the (eighth) grade.
8. Where does (your aunt; Mrs. White) live?
9. (S)he lives in (Miami).

H. Suggested Substitutions, Section IV

1. Patterns 1,3,4,6,7, and 8, noun==subject slot: other names and other relationships from Section I
2. Pattern 5, noun modifier slot: other schools.
3. Pattern 7, ordinal noun determiner slot: other grades.
4. Pattern 9, noun object slot: other cities.

I. Specific Measurable Objectives

1. Oral Practice
   a. Paired with another pupil in a partner situation, the pupil will be able to:
      (1) produce any of the above questions, and
      (2) respond to any of the above questions with the appropriate answer.
   b. The pupil will be able to complete the exercises on pp. 47-48, Book I, English for Today.
2. Reading: The pupil will be able to read material selected from the lesson with correct stress, rhythm, junctures, and intonation.
3. Writing
   a. The pupil will be able to produce all the questions and appropriate answers in writing.
   b. The pupil will be able to complete one or both of the above-mentioned exercises in writing.

J. Suggested Teaching Procedures

1. Section I: Make a ditto master from the visual of the family (see Resources below) and give copies to the students. Create names and jobs for each of the pictured family members. Have the class ask and answer questions about this ficticious family before working on questions about their own family.
2. Section II: Have children introduce each other to the class and to another pupil. Use appropriate responses.
3. Introduce the possessive concept by writing on the board and having the students come up and fill in the missing parts:

THE FATHER OF TOM	- TOM'S FATHER
THE MOTHER OF BILL	- BILL'S MOTHER
THE SISTER OF ANN	
THE COUSIN OF MARIA	
THE GRANDMOTHER OF ALICE	
THE GRANDFATHER OF BOB	

   After the list is complete, have the class read the left-hand column, making certain that they are producing the final "-s" without undue emphasis. Try with small groups and individuals.
4. Section IV: Let each pupil tell about his own family and/or friends.

K. Resources

1. English for Today, Book I, pp. 22, 47-48, 61
2. Audio-Visual Supplement. Book I, Units 4 and 8.
3. Visuals I, pp. 1-3.
4. Visuals II, pp. 3-4.

AREA EIGHT: WORKERS IN OUR SCHOOL AND COMMUNITY

A. Section I: Our School Library

This is the library. Those are librarians. This is Mrs. Jones, and that is Miss Smith. Mrs. Jones and Miss Smith are librarians. Mrs. Jones is a librarian and Miss Smith is a librarian too. What do Mrs. Jones and Miss Smith do? They are librarians. What do librarians do? They help children choose books.

REVIEW PATTERNS: What does (Mrs. Jones) do?
She's a librarian.

B. Section II: Our School Office

This is the office. Those are secretaries. This is Miss White, and that is Mrs. Black. Miss White and Mrs. Black are secretaries. Miss White is a secretary and Mrs. Black is a secretary too. Sra. Rodriguez is a Cuban aide. Mr. Thoms is the principal. What do Miss White and Mrs. Black do? They are secretaries. What do secretaries do? They help run our school.

REVIEW PATTERNS: What does Mr. Thomas do?
He's the principal.
What does Sra. Rodriguez do?
She's a Cuban aide.

C. Section III: The Police Station.

This is the police station. Those are policemen. This is Mr. Green and that is Mr. Jones. Mr. Green and Mr. Jones are policemen. Mr. Green is a policeman, and Mr. Jones is a policeman too. What do Mr. Green and Mr. Jones do? They are policemen. What do policemen do? They direct the traffic. They help catch criminals.

REVIEW PATTERNS: What does (Mr. Jones) do?
He's a policeman.

D. Section IV: The Firehouse

This is the firehouse. Those are firemen. This is Mr. Smith and that is Mr. Brown. Mr. Smith and Mr. Brown are firemen. Mr. Smith is a fireman, and Mr. Brown is a fireman too. What do Mr. Smith and Mr. Brown do? They are firemen. What do firemen do? They help put out fires. They help put fires out.

REVIEW PATTERNS: What does (Mr. Brown) do?
He's a fireman.

E. Section V: The Hospital

This is the hospital. Those are doctors and nurses. This is Miss Brown, and that is Dr. Clark. What do doctors and nurses do? They help make sick people well.

REVIEW PATTERNS: What does (Miss Brown) do?
(S)he's a (nurse).

F. Section VI: The Shopping Center

This is the shopping center. This is a (department) store. This is Mrs. White and that is Mrs. Black. Mrs. White is a saleswoman, and Mrs. Black is a saleswoman too. What do Mrs. White and Mrs. Black do? They are saleswomen. What do saleswomen do? They help the customers buy things.

REVIEW PATTERNS: What does (Mrs. White) do? She's a saleswoman.

G. Specific Measurable Objectives

1. Oral Practice
   a. The pupil will be able to discuss simple information about the six community and school areas. He will be able to ask and answer simple questions about the various community helpers.
   b. The pupil will differentiate correctly between "man" and "men," "woman," and "women."
2. Reading: The pupil will be able to read material selected from the lesson plus supplementary material of a similar nature. Exercises 5.1, 5.2, and 5.8 (pp. 25-26), Book I, English for Today.
3. Writing
   a. The pupil will be able to produce the material in writing.
   b. The pupil will be able to complete Exercises 4.2 and 4.3 on page 19, Book I, English for Today, in writing.

H. Suggested Teaching Procedures

1. This section may be utilized as a classroom unit of study. The teacher should prepare in advance six large murals containing pictures which would depict the areas in Section I-VI. If preferred, the teacher may have the pupils draw the murals on brown wrapping paper and paint them with tempera so that they may become permanent classroom decorations.
2. The teacher may also choose to utilize this as a field trip unit. If the teacher decides on this, she should practice the patterns with the children prior to the actual field trips. If so desired, the teacher might include one section from AREA EIGHT with her AREA SEVEN work so that the children would be prepared linguistically for the field trip experience.

RESOURCES

1. English for Today, Book I, pp. 18-19, 24, 26.
2. Bilingual Education Audio-Visual Supplement, Book I, Unit 6.
3. Visuals I, pp. 1-3.
4. Visuals II, p. 2.